



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3042 E. Adobe, Mesa, AZ 85213

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Highly Performing  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Susan M Rollins  
Schedule : 08:00 AM to 03:45 PM  
Grades : Pre-K-6  
Web Address : mpsaz.org/highland  
Phone Number : (480) 472-7600  
Fax Number : (480) 472-7606  
E-mail : smrollin@mpsaz.org

### Mission

Highland Arts nurtures, celebrates and builds upon the best and brightest in every child. As an academic school, beyond basics, Highland Arts integrates music, drama, dance, theatre, computer multimedia and visual arts to build understanding and to motivate students.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To achieve mastery of math, reading and writing skills, and to demonstrate excellent learning on our TerraNova, AIMS results and district assessments.
- ü To reflect a satisfaction rating of 90 percent or higher on our quality service rating from our parents and students.
- ü To emphasize and enhance student reading ability through a school-wide Accelerated Reader (AR) program.
- ü To maximize interest, develop creativity, and strengthen learning by integrating the arts throughout the academic curriculum.

### Enrollment

October 1, 2005 School Year Student Enrollment : 632  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 228

## Instructional Programs

- Ü On-site Gifted
- Ü On-site Special Education
- Ü Integrated Visual Arts
- Ü Multimedia Production Lab
- Ü After School Dramatic/Musical Arts
- Ü Accelerated Reader
- Ü Honors Choir

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

To provide a safe environment where students receive excellent instruction from positive, encouraging, well-qualified teachers who promote high academic expectations and art-integrated experiences.

### Parents

All students come to school on time prepared to 'take on the day'. Parents provide stimulating home environments whereby their children are confident, capable, mature and self-reliant learners. Parents check backpacks daily, enforce assignment completion, and communicate openly with teachers.

## Transportation Policy

Busing is provided for all students who live one mile or more from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü ChoDa Festival - Superior Rating	2005
Ü Choir Performed at Arizona Music Educators Assoc. Conf.	2005
Ü ChoDa Festival - Superior with Distinction Rating	2004
Ü Choir Performed at Martin Luther King Jr. Celebration	2003

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5547	80010	100	98	99	456	453	447	11	8	10	10	16	18	55	56	53	24	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2719	38935	100	98	99	451	452	447	16	8	9	11	17	19	52	56	55	20	19	17
Male	36	2828	40974	100	98	98	462	453	448	6	8	11	8	15	18	58	55	52	28	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	15	2182	34545	100	98	99	400	434	432	40	12	14	33	23	24	27	56	53	NA	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	59	2783	35142	100	98	99	470	469	465	3	4	5	5	9	11	59	55	56	32	31	28
Students with Disabilities	10	645	10161	100	90	93	NA	419	419	NA	27	28	NA	30	28	NA	36	36	NA	7	8
Students without Disabilities	70	4902	69849	100	99	100	458	457	451	11	5	7	7	14	17	57	58	56	24	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	19	3005	39029	100	97	98	421	437	432	26	11	14	21	22	25	47	57	52	5	10	9
Non-Economically Disadvantaged	61	2542	40981	100	99	100	467	472	462	7	4	6	7	9	13	57	54	54	30	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5457	79438	100	97	98	463	457	451	9	7	9	11	21	24	64	60	56	16	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2686	38775	100	97	99	461	463	457	9	5	7	14	19	22	57	62	58	20	14	13
Male	36	2770	40560	100	96	97	466	452	446	8	8	12	8	23	25	72	58	54	11	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	15	2140	34297	100	96	98	411	437	434	20	11	14	33	31	31	47	54	50	NA	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	59	2744	34887	100	97	98	476	475	471	7	3	4	5	13	15	68	65	63	20	19	18
Students with Disabilities	10	557	9588	100	77	88	NA	420	416	NA	24	30	NA	32	32	NA	38	34	NA	5	5
Students without Disabilities	70	4900	69850	100	99	100	471	461	456	4	5	7	10	20	23	67	62	59	19	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	19	2946	38685	100	95	97	433	441	435	21	10	14	16	29	32	58	55	50	5	5	5
Non-Economically Disadvantaged	61	2511	40753	100	98	99	473	477	467	5	3	5	10	12	16	66	65	62	20	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5524	79971	100	98	99	448	415	423	4	8	8	24	46	41	68	44	49	5	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2715	38974	100	98	99	445	429	437	7	5	5	20	40	33	68	53	57	5	2	4
Male	36	2808	40895	100	97	98	452	402	410	NA	11	10	28	53	47	67	35	41	6	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	15	2166	34481	100	97	99	396	399	410	20	12	10	33	53	46	40	35	43	7	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	59	2779	35150	100	98	99	463	429	437	NA	5	5	19	41	35	76	52	56	5	2	5
Students with Disabilities	10	645	10258	100	90	94	NA	373	377	NA	20	23	NA	54	51	NA	24	25	NA	1	1
Students without Disabilities	70	4879	69713	100	99	100	450	420	429	4	6	5	23	45	39	67	46	52	6	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	19	2986	38994	100	97	98	408	401	409	16	11	10	26	52	47	58	36	41	NA	1	1
Non-Economically Disadvantaged	61	2538	40977	100	99	100	461	432	437	NA	4	5	23	40	34	70	53	56	7	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5739	80147	100	98	99	501	498	482	8	6	11	10	13	17	46	48	49	36	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2849	39281	100	99	99	501	498	483	13	5	9	10	13	17	40	49	50	38	33	24
Male	43	2889	40780	100	98	98	500	497	482	5	7	12	9	12	17	51	48	48	35	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	12	2106	33494	100	98	99	454	479	466	17	9	15	17	18	23	67	55	49	NA	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	58	2998	36122	98	98	99	516	514	501	7	4	5	7	8	10	36	44	50	50	44	35
Students with Disabilities	11	657	10295	100	90	92	460	451	443	36	25	33	27	27	26	18	38	33	18	10	8
Students without Disabilities	72	5082	69852	100	99	100	506	503	488	4	4	7	7	11	16	50	50	51	39	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	25	2944	38371	100	97	97	481	480	465	12	9	15	12	18	23	52	52	49	24	20	13
Non-Economically Disadvantaged	58	2795	41776	100	99	100	509	516	498	7	3	6	9	7	11	43	45	49	41	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5655	79686	99	97	98	486	478	470	2	7	11	21	21	24	65	61	57	12	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2823	39163	100	98	99	492	482	475	3	6	9	15	19	22	73	63	60	10	12	10
Male	42	2831	40438	98	96	97	481	474	465	2	9	13	26	22	25	57	60	54	14	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	12	2071	33299	100	96	98	450	458	452	NA	12	17	67	30	32	25	54	47	8	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	57	2959	35914	97	97	98	499	495	489	4	3	5	7	13	15	74	67	67	16	17	14
Students with Disabilities	10	571	9808	91	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	72	5084	69878	100	99	100	488	482	475	3	5	8	17	19	23	69	64	61	11	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	24	2879	38095	96	95	97	466	462	452	NA	11	17	42	29	32	54	55	48	4	5	3
Non-Economically Disadvantaged	58	2776	41591	100	98	99	494	495	486	3	3	6	12	13	16	69	67	65	16	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5728	80372	100	98	99	488	476	475	2	3	4	21	31	30	73	64	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2841	39452	100	99	99	498	487	488	3	2	3	13	22	22	78	73	72	8	3	3
Male	44	2887	40836	100	98	98	478	464	464	2	4	6	30	39	37	68	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	12	2102	33608	100	98	99	466	460	462	8	6	6	42	38	36	50	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	59	2995	36213	100	98	99	499	487	489	NA	2	2	15	24	22	80	72	72	5	3	3
Students with Disabilities	11	651	10526	100	89	94	479	428	427	NA	13	15	36	53	53	55	32	31	9	2	1
Students without Disabilities	73	5077	69846	100	99	100	489	481	482	3	2	3	19	28	26	75	68	69	3	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	25	2941	38521	100	97	98	467	462	461	4	5	6	44	38	38	52	56	55	NA	1	1
Non-Economically Disadvantaged	59	2787	41851	100	99	100	496	491	489	2	1	3	12	23	22	81	73	72	5	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5603	79306	98	98	99	544	518	504	3	9	13	4	15	20	52	50	49	41	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2724	38845	100	98	99	547	518	505	2	8	11	2	16	20	44	51	50	51	26	18
Male	48	2879	40383	96	97	98	541	517	504	4	10	14	6	14	19	58	50	47	31	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	13	2000	32673	93	98	99	519	496	487	8	14	18	8	22	25	54	52	46	31	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	70	2974	36234	100	98	99	550	535	523	3	4	6	3	9	13	50	49	52	44	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	84	4981	69020	99	99	100	549	523	510	1	6	9	1	14	18	54	52	52	44	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	29	2874	37437	100	97	97	535	499	486	3	13	19	10	21	26	45	51	46	41	14	9
Non-Economically Disadvantaged	62	2729	41869	97	98	100	548	538	521	3	4	7	2	9	14	55	49	51	40	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5547	79000	97	97	98	518	496	489	2	7	10	11	20	24	68	62	58	19	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2710	38774	100	98	99	522	501	494	2	5	7	9	19	22	67	63	61	21	12	10
Male	47	2837	40150	94	96	98	515	492	485	2	9	12	13	21	25	68	61	55	17	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	13	1963	32508	93	96	98	495	476	472	15	12	15	8	31	33	69	53	49	8	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	69	2962	36135	99	97	98	526	513	508	NA	3	4	10	12	14	67	69	67	23	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	84	4978	69009	99	99	100	521	500	495	2	5	6	10	19	22	68	65	62	20	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	29	2829	37234	100	96	97	508	478	472	7	11	15	14	29	33	69	55	50	10	4	3
Non-Economically Disadvantaged	61	2718	41766	95	98	99	523	515	505	NA	2	5	10	11	16	67	69	65	23	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5609	79611	97	98	99	523	490	496	1	7	7	20	43	37	78	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2732	39016	100	98	99	541	505	511	NA	4	4	12	34	29	86	61	66	2	1	1
Male	47	2877	40519	94	97	98	507	476	482	2	9	10	28	51	44	70	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	13	2001	32855	93	98	99	506	470	481	8	11	10	23	51	43	69	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	69	2984	36380	99	98	99	529	504	511	NA	4	4	16	36	30	83	59	65	1	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	84	4970	68947	99	99	100	526	496	504	1	5	4	17	41	34	81	54	61	1	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	29	2874	37626	100	97	98	517	472	479	3	10	10	17	51	45	79	38	45	NA	1	0
Non-Economically Disadvantaged	61	2735	41985	95	99	100	526	508	511	NA	3	4	21	34	30	77	63	65	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5505	79327	99	98	98	535	531	518	12	12	19	15	16	20	50	50	46	23	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2626	38961	100	98	98	540	532	520	9	11	16	14	17	20	49	51	48	28	21	16
Male	35	2875	40295	97	98	97	530	531	516	14	13	21	17	16	19	51	48	44	17	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	15	1926	32327	100	98	98	494	510	499	13	18	27	33	23	25	53	49	41	NA	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	57	2984	36373	98	99	98	549	549	538	11	7	10	11	11	14	47	51	52	32	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	69	4918	70006	99	99	100	538	537	524	10	8	14	14	15	19	52	53	49	23	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	27	2687	37097	96	97	97	505	511	498	15	18	27	26	21	25	52	49	41	7	11	7
Non-Economically Disadvantaged	51	2818	42230	100	99	99	549	550	535	10	6	11	10	11	15	49	50	50	31	32	24

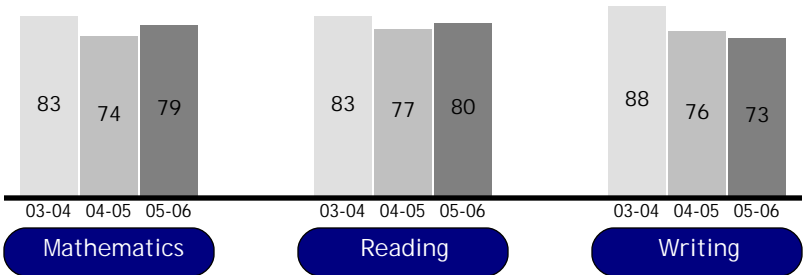
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5447	79501	99	97	98	510	506	497	6	6	10	17	20	25	71	68	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2606	39062	100	98	99	515	510	502	9	5	8	12	19	23	70	70	64	9	6	5
Male	35	2837	40368	97	97	98	504	503	491	3	8	13	23	22	27	71	66	57	3	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	15	1887	32389	100	96	98	475	488	478	7	10	16	47	31	34	47	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	57	2973	36446	98	98	99	521	521	516	7	4	4	7	12	15	77	76	73	9	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	69	4915	70090	99	99	100	511	510	502	4	4	7	17	19	24	74	72	65	4	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	27	2646	37183	96	96	97	483	489	479	7	10	16	30	29	34	63	59	49	NA	2	1
Non-Economically Disadvantaged	51	2801	42318	100	98	99	523	522	513	6	3	5	10	12	17	75	76	70	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5492	80000	99	98	99	559	565	564	3	3	3	13	10	11	74	77	75	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2626	39288	100	98	99	565	580	579	5	2	2	7	5	6	70	78	77	19	15	16
Male	35	2862	40644	97	97	98	552	552	549	NA	4	4	20	14	15	80	76	74	NA	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	15	1917	32672	100	97	99	534	548	548	NA	4	4	27	13	14	67	77	76	7	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	57	2977	36602	98	98	99	568	578	579	4	2	2	7	8	7	77	77	75	12	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	69	4907	70081	99	99	100	565	572	571	1	2	2	13	7	7	74	80	79	12	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	27	2675	37534	96	97	98	539	547	547	NA	4	4	19	14	15	78	77	76	4	5	5
Non-Economically Disadvantaged	51	2817	42466	100	99	100	569	582	578	4	1	2	10	7	7	73	77	75	14	15	16

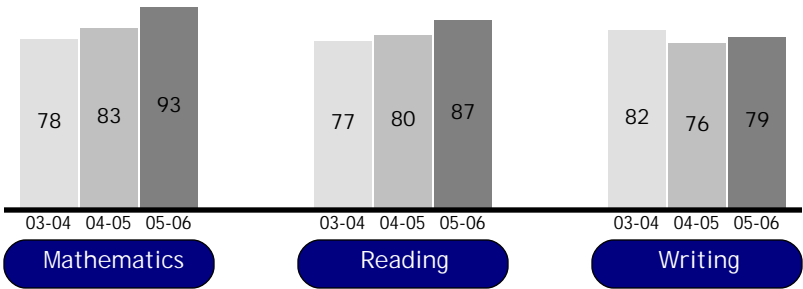
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	66	NA	58	100	64	50	47	100	67	50	46
	Language	96	54	53	50	100	64	49	47	100	63	50	48
	Mathematics	94	69	71	64	100	68	54	50	100	72	56	52
3	Reading	99	78	NA	55	98	51	50	44	100	63	52	46
	Language	99	80	63	61	98	50	49	44	100	58	48	46
	Mathematics	100	76	66	61	98	53	55	51	100	63	56	52
4	Reading	97	66	NA	56	95	64	52	48	98	63	58	52
	Language	100	60	55	52	95	66	52	49	99	63	58	52
	Mathematics	100	66	68	61	95	70	59	53	99	73	67	58
5	Reading	98	74	NA	55	94	62	55	50	96	79	61	56
	Language	99	65	55	49	94	62	55	50	96	75	59	54
	Mathematics	99	84	71	63	94	63	54	49	96	75	59	52
6	Reading	100	72	NA	56	98	65	58	51	95	67	63	56
	Language	100	64	55	48	98	59	54	47	95	65	58	50
	Mathematics	100	84	76	66	98	66	62	52	95	70	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Highland Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Community Involvement
- Ü Facility Improvement
- Ü Extracurricular Activities
- Ü ECA Expenses Approval

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.50
Other Professional Staff	2.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	5	0	0
10 or more years	3	21	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	98
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Multitmedia Mac Production Lab and Studio
- Ü Safe Room for Children at Recesses
- Ü Accelerated Reader Program
- Ü PC Computer Lab

### Extracurricular Activities

- Ü Multimedia Production Clubs
- Ü Afterschool Sports
- Ü Computer Clubs
- Ü Karate Program
- Ü Musical Production
- Ü Drama Production

### Social Services

- Ü Hot Lunch Program/Salad Bar
- Ü Before & After School Child Care
- Ü Reading Summer School
- Ü HERO Participant
- Ü Pre-School
- Ü Mesa Parks & Recreation Support
- Ü Extended Day Kindergarten

## Highland Elementary School

### Indicators of Success Based on Historical Data from 2005-06

#### School Achievements/Accomplishments 2005-06

- ü Highland Arts students traditionally score very high on district assessments, TerraNova, and AIMS.
- ü Highland Arts Elementary attained a quality service composite satisfaction rating of 98% based upon a survey of parents and students.
- ü Highland Arts Elementary students won top awards in the Martin Luther King 2004-05 Academic Contest.
- ü Math Blaster and AR awards are given regularly at school-wide assemblies.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are in our third year of initiating 'Conscious Discipline,' to empower students to succeed. Our STAR room is a safe place for children to visit at recess and lunch. Children are given loving guidance in interactive problem solving. We provide weekly citizenship recognition and our school TV broadcast teaches and recognizes model behavior.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Denise Carter	(480) 472-7600
Transportation Policy	Mike Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Jan Connell & Barbara Carroll	(480) 472-7617
Student Health/Nurse	Nadine Miller	(480) 472-0562

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.